

Edisto Elementary

136 Woodolive Lane
Orangeburg, South Carolina 29115

Grades	3-5 Elementary School	
Enrollment	638 Students	
Principal	Belinda Johnson	803-531-7646
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	28	62	10	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

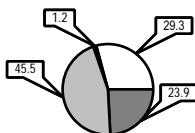
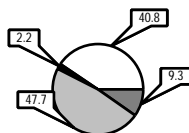
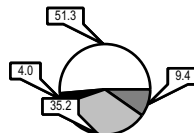
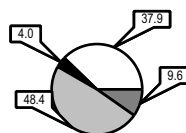
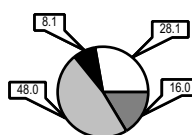
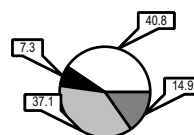
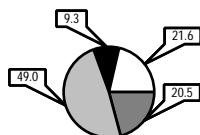
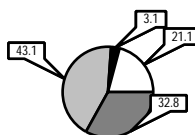
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	635	99.7	28.5	45.3	24.0	2.2	34.2	No	Yes
Gender									
Male	335	99.4	33.5	46.0	19.5	1.0	29.7		
Female	300	100.0	23.0	44.6	28.9	3.5	39.0		
Racial/Ethnic Group									
White	329	100.0	19.9	46.4	30.9	2.8	42.9	Yes	Yes
African American	293	99.3	37.8	44.8	15.9	1.5	24.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	546	99.8	25.0	46.6	27.0	1.3	36.2		
Disabled	89	98.9	50.6	37.0	4.9	7.4	21.0	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	634	99.7	28.4	45.4	24.0	2.2	34.2		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	99.7	28.0	45.6	24.2	2.2	34.4		
Socio-Economic Status									
Subsidized meals	440	99.6	37.4	42.5	18.8	1.2	25.9	Yes	Yes
Full-pay meals	195	100.0	9.4	51.3	35.1	4.2	51.8		

Mathematics – State Performance Objective = 36.7%									
All Students	635	99.7	40.0	47.7	9.3	3.0	25.3	No	Yes
Gender									
Male	335	99.4	41.9	47.9	8.3	1.9	24.6		
Female	300	100.0	38.0	47.4	10.5	4.2	26.1		
Racial/Ethnic Group									
White	329	100.0	26.8	57.4	12.0	3.8	34.7	Yes	Yes
African American	293	99.3	54.8	37.0	6.7	1.5	14.1	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	546	99.8	35.8	51.3	10.4	2.5	27.0		
Disabled	89	98.9	66.7	24.7	2.5	6.2	14.8	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	634	99.7	39.9	47.7	9.3	3.0	25.4		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	99.7	39.6	48.0	9.4	3.0	25.5		
Socio-Economic Status									
Subsidized meals	440	99.6	49.4	42.3	6.6	1.7	18.6	No	Yes
Full-pay meals	195	100.0	19.9	59.2	15.2	5.8	39.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	635	99.7	50.2	35.8	9.3	4.7	14.0
Gender							
Male	335	99.4	52.7	34.5	9.3	3.5	12.8
Female	300	100.0	47.4	37.3	9.4	5.9	15.3
Racial/Ethnic Group							
White	329	100.0	39.7	40.7	12.6	6.9	19.6
African American	293	99.3	61.5	31.1	5.9	1.5	7.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	546	99.8	45.1	39.5	10.8	4.6	15.4
Disabled	89	98.9	82.7	12.3	0.0	4.9	4.9
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	634	99.7	50.1	35.9	9.3	4.7	14.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	99.7	49.8	36.1	9.4	4.7	14.1
Socio-Economic Status							
Subsidized meals	440	99.6	58.9	31.5	6.6	2.9	9.5
Full-pay meals	195	100.0	31.4	45.0	15.2	8.4	23.6

Social Studies							
All Students	635	99.7	37.3	48.0	9.5	5.2	14.7
Gender							
Male	335	99.4	41.5	46.0	7.3	5.1	12.5
Female	300	100.0	32.8	50.2	11.8	5.2	17.1
Racial/Ethnic Group							
White	329	100.0	30.3	51.1	11.7	6.9	18.6
African American	293	99.3	44.8	45.2	6.7	3.3	10.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	546	99.8	31.6	52.8	11.0	4.6	15.6
Disabled	89	98.9	74.1	17.3	0.0	8.6	8.6
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	634	99.7	37.2	48.1	9.5	5.2	14.7
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	631	99.7	36.9	48.3	9.6	5.2	14.8
Socio-Economic Status							
Subsidized meals	440	99.6	46.5	45.2	5.4	2.9	8.3
Full-pay meals	195	100.0	17.8	53.9	18.3	9.9	28.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	208	99.0	20.0	41.0	37.0	2.0	39.0
	4	226	100.0	29.9	43.4	26.7	N/A	26.7
	5	241	100.0	37.2	49.8	13.0	N/A	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	190	99.5	21.3	30.9	44.4	3.4	47.8
	4	214	99.5	33.5	49.2	16.8	0.5	17.3
	5	231	100.0	30.7	55.7	13.7	0.0	13.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	208	99.5	24.9	60.7	13.4	1.0	14.4
	4	226	100.0	43.4	43.0	10.0	3.6	13.6
	5	241	100.0	48.1	43.5	7.5	0.8	8.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	190	99.5	28.1	57.3	11.2	3.4	14.6
	4	214	99.5	40.1	43.7	15.2	1.0	16.2
	5	231	100.0	50.5	44.8	2.4	2.4	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	190	99.5	47.2	35.4	14.6	2.8	17.4
	4	214	99.5	47.2	42.6	7.6	2.5	10.2
	5	231	100.0	57.1	29.2	7.1	6.6	13.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	190	99.5	32.6	51.7	10.1	5.6	15.7
	4	214	99.5	31.0	55.3	11.7	2.0	13.7
	5	231	100.0	47.2	40.6	7.5	4.7	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 638)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.1%	Up from 1.9%	3.8%	3.0%
Attendance rate	94.1%	Down from 95.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	No change	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%	Up from 5.2%	3.3%	3.2%
Eligible for gifted and talented	6.3%	Down from 6.5%	10.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 7.5%	9.0%	8.2%
Older than usual for grade	1.9%	Up from 1.7%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Up from 43.2%	50.6%	52.6%
Continuing contract teachers	89.7%	Down from 94.6%	84.0%	83.3%
Highly qualified teachers	82.9%	Down from 87.5%	94.6%	93.5%
Teachers with emergency or provisional certificates	5.3%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 90.1%	87.2%	87.0%
Teacher attendance rate	94.1%	Up from 91.7%	94.7%	95.0%
Average teacher salary	\$41,712	Up 7.4%	\$41,525	\$41,703
Prof. development days/teacher	10.7 days	Down from 11.7 days	13.1 days	12.8 days
School				
Principal's years at school	9.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 24.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	85.6%	Down from 86.1%	89.1%	89.8%
Dollars spent per pupil*	\$4,835	Up 2.9%	\$6,031	\$6,242
Percent of expenditures for teacher salaries*	60.1%	Down from 61.7%	65.0%	65.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	85.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edisto Elementary School, an innovative school, is located in a rural community in Orangeburg County. The facility houses grades three (self-contained), four (team teaching), and five (departmentalized). Through the utilization of various classroom compositions, the faculty and staff are able to address the academic needs of each child with applications of the state standards while ensuring the highest quality of education as well as a nurturing, caring, and secure environment. Edisto Elementary School believes strongly in its motto, "For the Children," and exhibits this in every aspect of the students' growth. Benchmark tests are administered throughout the year to determine each student's strengths and weakness. The faculty incorporates the findings into their lesson plans while incorporating the SC State Curriculum Standards. Our faculty and staff attend special workshops, conferences, and trainings, which address strategies and problems in today's education. The faculty in-services expose, prepare, and maintain a high reservoir of tools, which enables our faculty to remain progressive. It is the purpose of Edisto Elementary School to incorporate various learning strategies in order to guarantee success for each student.

At Edisto Elementary School, we believe that the total individual must be nurtured in order to breed success. Subsequently, our curriculum addresses academics, social, and emotional growth. To accomplish this growth we integrate such academic strategies as inclusion, cooperative learning, same-gender grouping, daily enrichment, and breakfast for all students were incorporated into our daily schedule. The social and emotional strategies are developed through various achievements, awards, and events such as Accelerated Reader and Accelerated Math, Governor's Reading Honor Roll, Math-A-Thon, Family Math and Science Night, Lights on ELA Night, Social Studies Fair, and PACT Workshop. Our students compete in various academic contests such as Lt. Governor's Essay, AR Celebration, and Orangeburg County/SC State University's Character Essay. Clubs include Puppets on Parade, 4-H Club, Character Club, Boys and Girls Club, Art Club, Performance Club, and Student Congress. Community events include community/parent volunteers, celebrities such as Miss Georgia and Miss South Carolina, Veterans' Day, Pennies for Patients, Jump Rope for Heart, Relay for Life, Toys for Tots, Coat Drive, Harvest Hope Food Bank, Thanksgiving Dinner Drive, Ronald McDonald House, items for the Salvation Army, Career Day, and Miss/Mr. EES Pageant.

Edisto Elementary School encourages all parents and community members to visit our classrooms and participate in various functions. Our volunteers include parents and family, community members, high school students, and college students. The volunteers aid students, faculty, and staff in various aspects such as tutors, mentors, teacher helpers, office helpers, and career day. With the cooperation of school, parents, and community, EES provides a high quality education, and at the same time emotional and social development for our students.

Belinda Johnson, Principal
Rewa Stack, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	203	73
Percent satisfied with learning environment	95.3%	81.3%	90.3%
Percent satisfied with social and physical environment	100.0%	83.1%	76.1%
Percent satisfied with school-home relations	60.5%	86.6%	70.8%

*Only students at the highest elementary school grade level at this school and their parents were included.